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ABSTRACT

In this unit, fourth graders study the indigenous people of California and the state's four geographic regions. Looking at the indigenous people of California geographically allows students to see the relationship between the environment and the American Indian culture. Historical empathy is fostered as students observe the interdependence of these pre-Columbian people in a historical and geographical setting. This unit examines the unique lifestyles that the indigenous people of California developed that were determined by their physical surroundings. Suggested time for unit implementation is 6 class periods. The lesson plan presents adaptations for the teacher's classroom; discusses the significance of the topic; lists focus questions; features literacy links; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." The lesson assessment is integrated with the instruction and occurs throughout the lessons; the focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested. Resources are listed for the sample topic and for other topics. Appended are sample worksheets and guidelines for teaching about American Indians. (BT)

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ED 461 602

CALIFORNIA History-Social Science
Course Models

Pre-Columbian Settlements and People

Grade 4 Model Lesson for Standard 4.2

Written by Dr. Laura Wendling

SO 033 564

2001

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Standard 4.2: Pre-Columbian Settlements and People

Dr. Laura Wendling, Editor, under the auspices of the California State Department of Education.

Standard 4.2:
Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods in terms of:

1. The major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources;

2. The early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, desserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo);

3. The Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g. biographies of Juan Crespi, Junipero Serra, Gaspar de Portola);

4. The mapping, geographic basis of, and economic factors in the placement and function of the Spanish missions; on how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America;

5. The daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos;

6. The role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy;

7. The effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America;

8. The period of Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy.

Sample topic addressing elements of Standard 2
Suggested time: 6 class periods
Geographic distribution of indigenous people in California and their use of the natural environment, the focus is on element 1.

Grade 4 Teachers
Adaptations to your Classroom

Standard 4.2: Pre-Columbian Settlements and People

1. Collect items listed in Appendix II-2 that illustrate resources found in each of the four regions. (Substitute photographs, drawings, reproductions, or a modern day equivalent if item is unavailable.)
2. Design and collect materials for four Learning Stations, one for each geographic region, that contain a physical map of California, and information on the climatic conditions, plants and wildlife, and the people known to inhabit the region in early California history. Include recommended references for student research. (for use in "Developing the Topic").
3. Create six-sided Learning Cubes, one for each geographic region, consisting of information related to California geography, climatic conditions, plants and wildlife, and the people known to inhabit the region in early California history (for use in "Developing the Topic").
4. Define "oral history", list several examples of oral history and write a paragraph describing its importance for learning about the past.
5. Compile an annotated bibliography of literature related to the legends of different indigenous people of California.
6. Collect pictures of geographic features or natural resources for each of the four regions.
7. Design a clay pot to reflect an indigenous people / region for use as a model in the Culminating Activity.
8. Collect images of petroglyphs and pictographs.
9. Investigate the SCORE history-social science web site (http://score.rims.k12.ca.us) to learn about teaching resources, related Internet sites, and activities for this unit

Significance of the Topic

In the fourth grade, the study of the indigenous people of California follows a study of the state's four geographic regions (desert, coastal plains, mountains, and central valley). Looking at the indigenous people of California geographically allows students to see the relationship between the environment and the American Indian's culture. Historical empathy is fostered as students observe the interdependence of these pre-Columbian people in a particular historical and geographical setting.

The indigenous people of California developed unique lifestyles that were determined by their physical surroundings. Fourth grade students can compare and contrast the ways that the tribes in each geographic region lived. Students can learn how geography has influenced the location and nature of human settlements from the earliest known cultures. Similarly, they can compare and contrast the distant past with modern-day lifestyles and draw conclusions about the importance of the environment on contemporary society.

Focus Questions:
1. What natural resources from each of the four geographic regions were used by the indigenous people?
2. How did the environment in each of the four geographic regions influence daily life activities?
3. What do the legends of different indigenous people tell us about their beliefs and their life in California?
4. What can we learn from the artwork of indigenous people?

Literacy Links
A variety of strategies and activities are included in the unit that support and develop reading, writing, listening, and speaking skills. Examples of the literacy supporting activities from this lesson are:

Reading
- Make and read maps, charts and graphic organizers
- Read a variety of texts including narrative, informational (encyclopedias, almanacs) picture books, legends, folk tales
- Develop content specific vocabulary dealing with aspects of physical and cultural geography and natural resources

Writing
- Classify and sort natural resources by regional location
- Write a report justifying classification of natural resources by geographic region
- Complete a data retrieval chart (Appendix II-4) summarizing research on an indigenous group and their daily life activities

- List what legends tell us about the indigenous people of California
- Write one or more paragraphs supporting inference drawn from images on clay pot.
- Write a short essay comparing the Bering Strait theory with indigenous peoples legends on how they came to be
- Complete a Venn diagram to compare and contrast two of the different tribes researched
- Complete a chart (using Appendix II-5) describing how indigenous people used their knowledge of animal behavior – then write a short essay summarizing the research
- Record results in student journal of research on trade routes and trade items
- Write a few paragraphs describing what can be learned from "rock art"
- Write on 5" x 8" cards reasons to support designs and materials used in recreating clothing worn by indigenous peoples

Speaking

- Respond to questions
- Report classifications of natural resources by geographic region
- Perform skit on how the environment influenced the life of an indigenous people.
- Tell a story
- Speak clearly at an understandable pace

Listening

- to multi-step directions
- to stories read aloud
- to class discussions
- to dramatic performances

Sample Vocabulary Used in this Unit

Archaeologists
Central Valley
Coastal Plains
Deserts
Indigenous people
Petroglyphs
Pictographs.
Region
Trade routes

Suggested Materials for this Unit

Butcher or chart paper
State maps
4 ½" clay pots

6

Overhead transparencies
Tape recorder

Presentation and Activities

Prior to beginning this lesson refer to *Guidelines for Teaching About American Indians* that are printed as Appendix II-1. The guidelines are offered as a model for the development of meaningful and culturally simulating lessons on American Indians and their cultures.

A
Beginning the Topic

Focus Question: What natural resources from each of the four geographic regions were used by the indigenous people?

A key concept in this unit is the indigenous people's adaptation to, and appreciation of, the natural environment. "American-Indian tribes continue [d] to adapt and modify their tribal cultures to accommodate to the contemporary situation" (Grant, C. A., 1995). Through demonstration and discussion, students should understand how the people of the four major geographic areas used the resources available to them in the locations in which they settled. A map showing the four region areas (desert, coast, mountains, and central valley) should be introduced (or reviewed) and locations clearly established.

Teachers may initiate this unit by providing samples or pictures of the items used by the indigenous people in the four geographic regions (Appendix II-2). After a discussion of the types of items displayed, divide students into small cooperative learning groups of four and instruct them to cut apart the items listed on the student sheet (Appendix II-3).

In their groups have them decide which items belong to each of the four geographic regions and classify them accordingly on a chart or piece of butcher paper with the four regions labeled. The students in each group should come to a consensus as to the region in which the item would be found. For example, the 'seal' card can be placed on the chart under 'coast' because seals are ocean animals. Students should be prepared to justify their selection.

When each group has completed the above task, have the groups report (orally and/or in writing) on each item and give their reasoning for classifying the item in a certain region. Groups may challenge the placement of an item by another group. When consensus has been reached by the entire class (including the teacher), have groups glue the items on their chart. (Note: the key is provided in Appendix II-2).

B
Developing the Topic

Focus Question: How did the environment in each of the four geographic regions influence daily life activities?

The next phase of study focuses on comparing the four major geographic areas and a representative group of indigenous people. Students should be divided into four or eight cooperative groups (depending on class size--either one or two groups per geographic region). Establish four learning stations in the classroom, one for each region. Learning stations can be established by drawing students' names to form four groups. The teacher will show, at random, pictures or samples of the items found in the four regions that were used during the previous activity.

The groups will be required to collaborate in determining the placement of each item to its correct region. In each station provide a physical map of California, and information on the climatic conditions, plant and wildlife, and the people known to inhabit the region in early California history. Glean information from an atlas, encyclopedias, children's literature, and monographs such as *California Indian Days* (see "Resources for the Sample Topic"). These learning stations could be as simple or as elaborate as you wish. A learning cube, consisting of information on each of its six sides, which students could examine in their groups, would be an appropriate way of disseminating basic information needed for this activity. The learning station should also contain a list of recommend references from the school or classroom library and appropriate materials that are available. Each student will be assigned one topic to research:

Food	Crafts and games
Clothing	Religious ceremonies
Shelter	Money / trade
Tools / weapons	

The team's research should be recorded on data retrieval charts (Appendix II-4) or on butcher paper in words and pictures.

When all groups have completed the task, they can then make an oral presentation explaining the types of work performed in local communities, how geography influenced development, and the use of the environment. The activity could be expanded by assigning individual students or groups responsibility of developing a skit, game, music or art project to present to the entire class that explains how the environment influenced life. Suggest that students make a toy or play a game, weave a basket, prepare a food, or tell a story. This demonstration of student learning could be used throughout the study of this unit.

Focus Question: What do the legends of different indigenous people tell us about their beliefs and their life in California?

Examine the legends of different indigenous people of California during the language arts period or as an integrated activity using picture books, music and excerpts from legends and folk tales. *Creation of a California Indian Tribe*, which explains how stories were passed down through oral history (give examples of oral history and explain its importance) along with the telling of Maidu legends; *Fire Race*, a wonderful picture book which gives a Karuk legend of how the Coyote brought fire to the people; and *Rainbow Bridge*, a Chumash perspective on how they came to North America; provide interesting stories for students (see "Resources for the Sample Topic").

Ask students to list what these legends tell us about the indigenous people of California. What do these stories tell about the physical environment? What was the purpose of these stories?

C
Culminating the Unit

Focus Question: What can we learn from the art work of indigenous people?

Using the information in the retrieval charts, each group is assigned to create a colorful mural on butcher paper depicting the lifestyle of the indigenous group they researched. They should be sure to include all aspects of daily life and show each of the topics researched.

Next, split each group into two smaller groups. Assign each group the task of creating a design on a pot (4- ½" clay pots are inexpensive and may be found in most garden shops) to signify the group they studied and researched. As a group they are to take the attributes found about their indigenous group and draw them onto the pot. For example, the Chumash used canoes, the Shoshonean-speaking Indians of San Niclolas Island were familiar with large marine animals, and the Indians of Inyo county hunted mountain sheep. Use markers or colored chalk to draw or paint pictures on the clay pots that depict the daily activities of people who lived in that region. If chalk is used, spray with a fixative so as not to smear.

The teacher collects the pots and marks each for later identification. Once collected and marked, break the pot into small pieces and distribute all the pieces of one pot to a different group. The group now assumes the roles of archaeologists and attempts to piece together the pot. Once completed, students within their groups will discuss the drawings on the pot and attempt to identify and reconstruct the cultural and geographic region that the pot represents. The group should then write a paragraph or two with their analysis of the pot explaining why they believed it was the work of indigenous people of the central valley, coastal region, etc.

Can we discover how people lived from reconstructed pottery?
What can we learn from the designs on pottery?
What can archaeologists tell about the people who lived in an area from the artifacts they left behind?

In closing, discuss what was learned about each region and culture including their commonalties and differences and the changes that have occurred over time by natural or human forces. Reinforce that reconstructing geography helps us to understand the history of the land and its people. Discuss any other contributions of the indigenous people to the four regions.

Assessment
The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the unit. Assessment features described in this unit (as well as in the Extended and Correlated Activities) include:

- Develop a skit, game, museum or art project on how the environment influenced the life of indigenous peoples.
- Make a toy, play a game, weave a basket, prepare a food, tell a story.
- Classify items found in Appendix II-3 according to their geographic regional location.
- Complete the data retrieval chart in Appendix II-4.
- List what legends tell us about the indigenous people of California.
- Create a mural depicting the lifestyle of the indigenous group researched.
- Design a clay pot with images portraying the indigenous group researched.
- Reconstruct a pot and use the images to infer the indigenous group portrayed.
- Write one or more paragraphs supporting inference drawn from images on clay pot.
- Write a short essay comparing the Bering Strait theory with indigenous peoples legends on how they came to be.
- Construct a picture book illustrating different roles in society of indigenous peoples.
- Complete a Venn diagram to compare and contrast two of the different tribes researched.
- Create "pictographs" in the style of a specific indigenous group.
- Complete a chart (using Appendix II-5) describing how indigenous people used their knowledge of animal behavior – then write a short essay summarizing this research.
- Record results in student journal of research on trade routes and trade items.
- Create own Chumash "rock art"
- Create replicas of clothing worn by indigenous peoples and write reasons to support clothing designs/materials.
- Respond correctly to class discussion questions
- Work collaboratively to complete projects

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Extended and Correlated Activities

The extended and correlated activities could be used as a means of performance or portfolio assessment.

- Compare and contrast the Bering Strait theory used by historians to the Chumash story about how they came to North America as told in *Rainbow Bridge*. Comparison can also be made to creation stories of other indigenous people who believe they have been on the north American continent since the beginning of time as in *The Way We Lived: California Indian Reminiscences, Stories, and Songs*. This book also addresses other aspects of the indigenous people's lives, including the roles of men and women, religion, the elderly, ceremonies, and other cultural ways of life that could be used for student oral or written reports. Students could also construct a picture book illustrating different roles in society.

- Use a Venn diagram to compare and contrast two of the different tribes researched. Students may wish to select two tribes from different regions of California or select two from the same region. Focus research on questions such as:

  What accounts for the similarities and / or differences?
  To what extent did they learn from one another?
  Is there any evidence that these two tribes traded with one another?
  Was the physical geography and environment of the two similar or different?
  To what extent would this have caused the two tribes to develop differently?

- We know little of the beginnings of the indigenous people except what has been learned through archeology and oral history. Archaeologists have learned a great deal from studying pictographs and petroglyphs. Discuss what a pictograph and petroglyph are and give examples. The most spectacular rock art in California is along the coastal ranges of Santa Barbara in Chumash country; however, other major concentrations are in desert regions of eastern California, Inyo County, forests and foothill regions of northern California, southwestern California, and on San Nicolas Island off the southern California coast. Have students examine pictures of some of these petroglyphs found in a number of books on California Indians and the Indians of North America.

  How do the design motifs differ?
  What do they represent?

  After the plaster has dried, flip the mold over and paint with brown paint. Students can now take an opened paper clip and carve into the plaster. What does the drawing or carving in their rock act reflect? How do these images reflect things that are important to them? When done, molds can be displayed along with an explanation of the "petroglyph" and how rock art reflects people's lifestyles and interests.

- "... People learned to live by watching to see how the animals lived. From the crane they learned to spear and eat fish. From trout they learned how to swim. Deer taught the New People how to run fast. Ants taught them that much could be done by working together. Indian women watched the bird build their nests, and from this they learned how to weave baskets."

  Using this excerpt from *California Indian Days*, have students discuss other animals that the indigenous people have learned from. In cooperative groups, have the students complete a chart describing what they observed of the animals' behavior and how the indigenous people may have used that knowledge (Appendix II-5). Use the chart as a pre-writing activity and have students write a short essay explaining how people used the knowledge they observed. Compile the individual essay into a class book and include student drawing as illustrations.

- Many of the items used by the indigenous people of different regions were obtained through trade. Review text readings as a starting point for the examination of trade items. Study the trade routes of Americans Indians who lived close to your own community. Through reading stories or visiting local historical areas, museums, or missions try to determine which items were of most importance in trade.

  Was trade important?

  How did the physical geography make trading easy or difficult?

  Record findings in a student journal.

- Students can create their own Chumash "rock art" by drawing stick figures and geometric designs with colored chalk onto black butcher paper or construction paper and then spraying the artwork with a fixative. Ask students to explain the reason for selecting the subject to portray in the rock art.

  What are the subjects of Chumash rock art?

  What does the art tell about the Chumash?

  Find examples of other California Indians who left a record through their art. Write a few paragraphs explaining what we can learn from "rock art".

- In pairs or in cooperative groups, study the climate and physical geography of different regions of California and examine illustrations of Indians who lived in that region.

  What types of clothing did they wear?

  How did the climate determine clothing?

  Conclude the study with a project in which students make a costume. Spread a large sheet of butcher paper on the floor and trace around a classmate's body. Using construction paper, fabric, or other materials, create a costume appropriate to the indigenous people of the area being studied. When each group has designed their costume, discuss the reasons for the differences. The

articles of clothing produced by the class could form the basis of a display in the school library or media center.

Have students write on a 5" x 8" card the reasons for each piece of clothing and attach it to the costume. As an art activity have some students paint a "backdrop" for each of the costumes showing the climate and landscape. The exhibit can become a learning experience for other classes as well as a way of recognizing students for their work.

- As an oral language extension activity, have students in groups interpret a myth or legend of the California Indians they are researching . The group divides the story into scenes and illustrates each scene on an overhead transparency with markers. They can collaborate on a narration that can be tape recorded. Display the transparencies on windows.

Resources for the Sample Topic

Bauer, Helen. *California Indian Days* (Revised Edition). Garden City, NY: Doubleday & Company, Inc., 1968. An excellent source book for both teachers and students. It is a rich source of materials for student projects. The book is well illustrated with maps, drawings, charts and photographs. The "Addenda" is filled with useful information on California Indians including the location of Indian villages paired with cities which were built on or near these sites, lists of plants used for medicine, a chart of tribes, and a pronunciation guide.

Burrill, Richard. *Protectors of the Land: An Environmental Journey to Understand the Conservation Ethic*. Sacramento, CA: The Anthro Company, 1994. This is a compendium of stories, lessons, and activities to teach about the environment. The book has four basic sections: California Indian stories, California geography, environmental activities, and cooperative games and songs. *Protectors of the Land* is also available as an Audio Book on Cassette. For information contact The Anthro Company, Post Office Box 661765, Sacramento, CA 95866-1765 (916 971-1676).

California's Chumash Indians: A Project of the Santa Barbara Museum of Natural History. San Luis Obispo: EZ Nature Books, 1996. In concise factual style, this booklet presents many salient facets of Chumash life: plant foods, clothing, transportation, trade, trails music, legends, and much more. Appendices include a list of museums throughout California, a word list, and a bibliography that includes children's books.

The Chumash People. Santa Barbara Museum of Natural History, 1991. A bountiful resource of primary source documents for teachers and students, including the journals of early Spanish explorers.

Curry, Jane Louise. *Back in the Before Time: Tales of the California Indians.* Mcmillan, 1987. A collection of twenty-two tales gathered from a number of California Indians. These stories range from creation tales to the popular animal trickster tales. A good read-aloud book.

Gibson, Robert O. *The Chumash* (Indians of North America Series). New York: Celsea House, 1991. Spanish priest Antonio de la Concepción Horro observed in 1799. The culture accomplishments, persecution, and fate of the Chumash are detailed here. *The Cahuilla*, *The Modoc*, and *The Yuma* are other titles in this very informative series.

Ishi. *Ishi's Tale of Lizard.* Farrar, 1992. This part of American Indian folklore was transcribed from stories told by Ishi, the last remaining member of the Yahi. The story tells the deeds of the lizard. The book is beautifully illustrated.

Legends of the Yosemite Miwok. Compile by Frank La Peña. Yosemite Association, 1993. These short, delightful legends explain why the area known as Yosemite and its unique landscape came to appear as they do. Children will recognize elements of the Grimm fairytales in many of these legends. The bibliographical notes are invaluable.

London, Jonathan. *Fire Race: A Karuk Coyote Tale About How Fire Came to the People.* San Francisco: Chronicle Books, 1997. This is a picture book of an Indian legend of how the trickster coyote worked together with the animal people to obtain fire form wasps (yellow jackets). The story is based on a Karuk Indian legend.

Margolin, Malcolm. *The Way We Lived: California Indian Reminiscences, Stories, and Songs.* Berkeley, CA: Heyday Books, 1993. A rich collection of stories that reflect the diversity of the Indian peoples of California. One section of this monograph is devoted to coyote tales, many of which could be read to students. This is an excellent teacher resource.

Meyer, Kathleen Allan. *Tul-Tok-A-Na The Small One: A Yosemite Indian Legend.* Billings, MT: Council For Indian Education, 1992. The legend of Tul-tok-a-na, an inchworm, who proved that he could do great things despite his size. The Ahwahneechees of the Yosemite valley named the great mountain peak Tul-tok-a-na (El Capitan) after the little inchworm who saved two Indian boys.

Miller, Bruce W. *The Gabrielino.* Los Osos, CA: San River Press, 1991. Miller's intention writing this book was to create a popular account of the lifestyles, artifacts, and geography of the Gabrielino who occupied much of the Los Angeles basin often several thousand years. Miller is also the author of *Chumash: A Picture of Their World* (San River Press, 1988). This is recommended for teacher background. Miller provides a through study of the history and culture of the Chumash.

Native Ways: California Indian Stories and Memories. Edited by MalcolmMargolin and Yolanda Montijo. Berkeley, CA: Heyday, 1995. This is a wonderful treasure of stories and memories—some modern, some from long ago. It is well-written, interesting and short book which includes maps and a list of California Indian Resources along with an informative text. It is written for fourth graders and is appropriate for reading aloud.

Nechodom, Kerry. *Rainbow Bridge: A Chumash Legend*. Los Osos, CA: Sand River Press, 1992. Illustrated by Tom Nechodom. Watercolors illustrate this tale from the beginning of time which explains how people came to the world by crossing a bridge made from a rainbow and reveals the special connection that exists between humans and dolphins.

O'Dell, Scott. *Island of the Blue Dolphins*. Illustrated by Ted Lewin. Scholastic 1992. Karana, an Indian girl marooned on an island off California for 18 years, survives through her skill and develops a respect for the natural environment. There is a wealth of information about California coastal wildlife in this exciting Newberry Award story. A videocassette base "Island of the Blue Dolphins" (MCA Video, 1964) is available through social studies supply houses. Progams 403 and 508 of the "California's Gold" complement *Island of the Blue Dolphins*.

Oliver, Rice. *Lone Woman of Ghalas-Hat*. Tustin, CA: California Weekly Explorer, 1993. This simple, well-written book tells the true story of Juana María, the young woman whose story inspire *The Island of the Blue Dolphins*.

Trafzer, Cliff, and Lee Ann Smith-Trafzer. *Creation of a California Tribe: Grandfather's Maidu Indian Tales*. Sierra Oaks, 1988. A rich source of tales and legends of the Maidu Indians as told by a grandfather to schoolchildren.

Wood, Audrey. *The Rainbow Bridge*. Illustrated by Robert Florczak. Harcourt and Brace Jovanovich, 1995. A modern story based on the Chumash Indian legend that has been handed down orally for generations, and is still very much alive in the Chumash community. Magnificent illustrations beckon all readers.

Resources for Other Topics:

Alter, Ruth. *Painted Rocks*. San Diego, CA: San Diequito River Park Joint Powers Authority, 1995. Piedras Pintadas is an archaeological site in north central San Diego County, once inhabited by the Kumeyaay. This short and interesting account tells of a young girl and a social action project to clean up and protect the area. Sidebars include tribal information.

Bernstein, Martgery, and Jane Kobrin. *Earth Namer: A California Indian Myth*. New York: Charles Scribner's Dons, 1974. Illustrated by Ed Heffernam. An easy to-read story first told by the Maidu Indians about how the world began.

Eargle, Dolan H. *The Earth Is Our Mother: A Guide to the Indians of California.* Trees Company Press, 1996. This resource manual guides teachers to archeological sites, museums, and reservations. It includes festivals, powwows, and other events that are suitable for field trips within the state.

Elwell, Sharon. *Jermey and Wappo.* Napa, CA: Rattle OK, 1991. This cleverly written piece of light reading gives much information about the Wappo Indians of northern California.

Faber, Gail, and Michele Lasagna. *Whispers from the First Californians.* Magpie Publications, 1994. This teacher's resource contains authentic legends of California Indians.

Falk, Elsa. *Fog Island.* Wilcox and Follett, 1953. Everyone called Ulam, a Chumash Indian boy, the "weak one" until he proved his strength and courage when he saved his chief's life. The setting is the Santa Barbara and Channel islands about 400 years ago.

Lee, Melicent. *Indian of the Oaks.* Acoma Books, n.d., 1989. This is the story of a boy who lives among the Kumeyaay, Indians of the oaks. The San Diego Museum of Man sponsored the publication of this book.

Lyons, Grant. *Pacific Coast Indians of North America.* Messner, 1983. A survey of the culture and history f the Tlinglit, Tsimshian, Kwakiultl, Salish, and other Indian peoples inhabiting the Pacific Coast from Alaska to California.

Merrell, Leigh. *Tenach.* Nelson and Sons, 1954. The adventures of a cabin boy of the San Salvadore on Cabrillo's exploration of the California coast in 1542. The book recounts the sights of the coastline of California through the eyes of this young cabin boy

O'Dell, Scott. *Zia.* Houghton Mifflin, 1997. This novel, a sequel to *The Island of the Blue Dolphins*, is set on San Nicolas Island off the California coast. Sections of the novel could be read to students to give insight into American Indian culture.

Preble, Donna. *Yamino Kwiti: A Story of Indian Life in the Los Angeles Area.* Heydey Books, 1983. First published in 1940, this novel deals with the conflicts between change and tradition. It discusses the customs, ways of life, and educational activities of Indians of the Los Angeles basin. Out of print but available in some libraries.

Wills, Charles A. *A Historical Album of California.* Brookfield, CT: Millbrook Press, 1994. This well illustrated survey of California history begins with Indian civilizations and concludes with present day issues.

Worthylake, Mary. *The Pomo*. Children's Press, 1994. An easy-to-read text on the Pomo Indians of the Russian River and Clear Lake district of California. They are one of the best-known groups of California Indians. This book offers an introduction to the Pomo.

Visual and Performing Arts Resources

Cummins, Marjorie. *The Tache-Yokut Indians*. Pioneer Press (private publication). Order from the author, 2064 Carter Way, Hanford, CA 93230. This is a useful teacher's resource and one of the few sources that deal with the central San Joaquin Valley tribe. *How Coyote Stole the Sun* is by the same author

Emanuels, George. *California Indians: An Illustrated Guide*. Lemoore, CA: Kings River press, 1994. Teachers have found Emanuels' work highly useful for its 150 illustrations picturing the everyday life of 16 tribes. A study at the back of the book highlights focus questions. Because of the work's accessible style and breadth, the book serves as an essential handbook for teachers.

Appendix II-1

Guidelines for Teaching About American Indians

These guidelines[1] were formulated to assist teachers in presenting lessons on American Indians.[2] Some points are applicable to the period covered in this course model; others may assist teachers in presenting units covering later time-periods.

1. Each culture should be seen as a consistent and working system, a way of life adapted to survival, security, and to the preservation and use of a given environment. The cultural wealth of each group should be incorporated into the study. A somewhat anthropological approach is advised.
2. There is some disagreement regarding the most appropriate term for American Indians. Some individuals prefer *native Americans*; others *first Americans*; other. *original Americans*. Records indicate that, except for people of the specific name of their own group (e.g., Pawnee, Navajo, Erie), the Indians had no general name for themselves. Use of the actual name of the group being studied is advised.
3. American Indians today have diverse points of view regarding recent history. At one extreme are those who stress the guilt and cruelty of early settlers and seek belated compensation; at the other extreme are those who have been assimilated into the majority culture and who have no desire to revive ancient traditions. Between these two positions, there exists a range of opinion.
4. In descriptions of the later conflicts between pioneers and Indians, the treachery, cruelty, and insincerity which often marked the conduct of both settlers and natives should not be ignored The impression that one side was all good and civilized and the other bad and savage should likewise be avoided. Antagonisms are perhaps best presented as cultural conflicts, the result of the almost inevitable clash between peoples with thoroughly different ways of life. Students may reflect on how cruelty and bloodshed might have been averted.
5. The policies of the U.S. government toward Indian peoples over the past hundred years have been erratic. "Sometimes it looked almost like a policy of genocide, as far as the Plains Indians were concerned; later came the policy of reservations, segregation, and so-called paternalism. Later still came the attempt to wean Indians from their cultural traditions and compel them to enter the mainstream of American life as farmers (owning their own land in 'severalty') and tradesmen. Then the pendulum swung back to the idea of cherishing the culture patterns of the various surviving groups; at the same time came proposals for 'termination'-

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[1] Pursuant to the provisions of Education Code Section 33308.5, these are presented to serve only as a model or example and are not intended in any way to be prescriptive. Compliance with these guidelines is in on way mandatory.

[2] Adapted, by permission from The Making of Our America, Teacher's Guide, Learner-Verified Edition II, Allyn and Bacon, pages 36-37, CONCEPTS AND INQUIRY, series, ©1974, Dr. Raymond English, editor-in-chief. (The rights to this series are now held by the Center for Learning, 21590 Center Ridge Rd., Rocky River, OH 44116).

that is, for bringing to an end the national government's paternalistic role in Indian affairs. The enthusiasm for termination died down in the late 1950s." (*The Making of Our America*, Teacher's Guide, page 36). An extremely complicated situation is the result.

6. It is permissible to discuss religions and beliefs, but it is perhaps best if students not try to reenact sacred ceremonies and customs. When using the false faces or chattiness in the classroom, for example, care should be taken not to allow students to regard them carelessly or trivially. This principle is applicable to any religion, not to allow students to regard them carelessly or trivially. This principle is applicable to any religion, not only those of native Americans. When in doubt, teachers might contact reputable scholars for guidance.
7. The cultures of American Indians have contributed substantially to American culture as a whole. Students should consider the crops, foods, drugs, medicines, place name, and agricultural techniques that originated with the Indians. Many highways and roads, for example, were originally native American trails. Traditions and examples of courage, dignity, endurance, and respect for nature continue to inspire young people, and the many ongoing traditions and ceremonies add t the variety in the culture of the United States.

Four general culture groups are identified in the framework for special focus since they exemplify how the settlements interacted with different environments: the cliff-dwellers and pueblo people of the desert Southwest; the Indians of the Pacific Northwest; the nomadic tribes of the Great Plains; and the woodland peoples east of Mississippi. In general, these cultural divisions are based on differences in the natural environment and in ways the groups adapted to their environments. These divisions are, however, somewhat simplistic, since "enclaves of different subsistence patterns were found inside larger culture areas. Whether a specific people belonged to a particular culture area would depend on their geographic location, but their language or religious customs or subsistence method might distinguish them from the majority of the people in the area." (*The Making of our America, Teacher's Guide*, page 37).

It may be enough for students to understand that the Indian peoples in a given natural environment tended to develop cultures suited to that environment. Students can further be led to see that dozens of people's (tribes), each with a distinct culture, existed within each culture group. Teachers may point out that native American studies can be based on the classification, such as language group, family structure, political organization, or subsistence pattern, and that quite different perspectives will result from each approach.

Appendix II-2

Below are listed examples of items for the classification activity. Most of these items are available in grocery stores, health food stores, and/or specialty shops (especially Chinese and Japanese markets). If unavailable, photographs, drawings, reproductions, or a modern day equivalent may be used.

Coast

sardines
abalone shell
clams
sea otter (or seal)
duck
*tar
*sandstone
*sage
*lemon grass

Desert

cactus (or prickly pear)
yucca (or agave)
mesquite
rabbit
willow
*melons
*beans
*squash
*mud (adobe)

Coastal Mountains

redwood
pine nuts
bay leaf
salmon
deer
*obsidian
*dentalium shell
*eel
*manzanita

Central Valley

wild grape
elderberries
chia seeds
acorns
cattails
*woodpecker
*quail
*soapstone
*wild rose (rose hips)

*indicates a more challenging item to classify

Appendix II-3

Sardines	salmon	*melons
Cactus	mesquite	*lemon grass
Redwood	elderberries	*mud (adobe)
Cattails	Ca. Bay leaf	*woodpecker
Deer	acorns	*manzanita
Wild grape	willow	*sage
Clams	sea otter	*beans
Yucca	pine nuts	*dentalium
Duck	rabbit	*soapstone
Chia seeds	abalone	
*tar	*quail	
	*obsidian	

Appendix II-4

Retrieval Chart
For the Study of Indigenous People of California

Directions: Read from a variety of books your teacher or librarian has recommended to find information on the following topics. Record your information in words and pictures.

Group_____ **Location:**_____

Food:

Clothing:

Shelter:

Tools and Weapons:

Crafts and Games:

Religious Ceremonies:

Money/Trade:

Appendix II-5

Animal	Observed Behavior	Use of Knowledge

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